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Phonics Lesson Plan

Title: Roots and Prefixes

Topic: Latin and Greek Root Words

Objective: The student will be able to demonstrate knowledge of root words and prefixes.

The student will be able to complete a word sort using root words and prefix knowledge.

The student will be able to answer 7 questions demonstrating creative-thinking and vocabulary skills.

The goal of the lesson is for the student to understand the meaning of some important and frequently used root words and prefixes.

The generalization the student should make is several parts of words have a Greek or Latin meaning and it is beneficial to know what each means in order to develop vocabulary and spelling skills. The student should also be able to comprehend what several roots and prefixes mean in the Latin and Greek languages.

NJCCCS:

NJ- New Jersey Core Curriculum Content Standards Subject : Language Arts Literacy (Adopted July 2002, revised and readopted April 2004)

Standard 3.1: READING - ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Range/Grade Level : 0 By the end of Grade 5

Strand : C. Decoding and Word Recognition

Cumulative Progress Indicator : 2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.

Cumulative Progress Indicator : 4. Apply spelling and syllabication rules that aid in decoding and word recognition.

Prerequisite Skills: This student must be able to already know how to spell at the fifth grade level. They should also understand that words are

made up of Latin and Greek roots. The students should know how to perform a word sort. The students should also be able to identify possible roots and prefixes in a word.

Materials: The materials needed for this lesson are the roots and prefixes worksheet, definitions of roots and prefixes, dictionary, word sort cards, and a pencil.

Rationale: The reason I chose this topic for the lesson was because after giving the student an assessment it was clear that she needed was in the last spelling stage, Derivational Relations. She is advanced in spelling and is probably just learning Greek and Latin roots in school so I decided it would be a good topic to work with. It is important for the student to possess this skill because it will benefit her in the future when trying to decode words that she may not know. I also thought it would be important to work with a word sort because it is proven to work well when learning at any level in the stages of phonics instruction.

Procedure: 1. Review with the students the importance of knowing root words and prefixes. They should already know what they are, and what some of them mean.

2. Give an example of a root word. (Spec = Look, Which can help them define words such as spectator.)

3. Next, give an example of a prefix. (De = Down, Away, Removal, Which can help define words such as deliver.)

4. Distribute the dictionaries and word sorts in groups or pairs. Tell the students there are common groups of roots and prefixes in the words that they must sort into the correct categories. Give the students ten minutes to complete this on their own.

5. Distribute the worksheet and ask the student to read the directions. Go through the example at the top of the page.

6. Tell the student that by putting the root word and prefixes together they will be able to define the word.

7. Since this lesson will be done individually, go through each problem with the student. Only assist them when needed.

8. When the problems are done encourage the student to think of their own, made up words using prefixes and roots.

9. If the student is having trouble, give an example.

10. At the end of the lesson go through the importance of roots and prefixes one more time to check for understanding.

The presentation of the procedure is done with a worksheet, a word sort,

and one on one conversation with the teacher and student. The handouts used are attached.

Guided Practice: I will know if the student is grasping the concept or not by evaluating her work with the word sort and on the handout for the lesson. There are right and wrong answers so it is easy to see if she understands the root words and prefixes. I can also evaluate her creativity by the words she comes up with on her own. This can show me if she knows the definitions for root words and prefixes.

Independent Practice: The prerequisite skills needed for the “Winn-Dixie Wheel” game are basic knowledge of roots, prefixes, and the -c and -s sounds at the beginning of words. The students must also be able to read and spell fifth grade level vocabulary words.